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ABSTRACT

This module on Collection Management and Administration introduces the student to circulation systems, records management, collection management, and interlibrary loans. The capabilities and limitations of various types of circulation systems and how to charge out and discharge materials are discussed. Units also cover how to use statistics; how to establish and maintain collections of materials through proper selection and periodic weeding; how to use interlibrary loan (ILL) forms for books, periodicals, films, and subject requests; and how to use the Alaska Library Network (ALN) Microfiche Catalog for interlibrary loans. The Alaska Union List of Serials (AULS) and the Alaska State Library Film/Video catalog are also covered, as well as application and eligibility for state grants to public libraries. Each unit has learning activities, self-tests, tests, and assignments. Answers to the self-tests are provided in the document, and a glossary is included. (THC)

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ED261703

Information Identification and Organization
Student Study Guide

MODULE I

COLLECTION MANAGEMENT AND ADMINISTRATION

U.S. DEPARTMENT OF EDUCATION
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EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Elmer E. Rasmuson Library
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Written by
Boyd M. Bolvin, PhD
Audrey Kolb
Pauline Gunter

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INFORMATION IDENTIFICATION AND ORGANIZATION

INTRODUCTION

This course is organized into three modules of one credit each, which may be taken in any sequence. Each module consists of four or five units. Each unit has certain assignments and tests. You are to complete the assignments in a timely manner. Please follow the directions given in the student study guide. Some of the tests are self-tests, which you may take when you feel you are ready to do so, and which will show you immediately whether or not you have understood the material presented. Other tests and assignments will need to be mailed to your instructor, after you have completed them. Again, please follow the directions.

Audio teleconferences of approximately one hour in length will be scheduled with each module. The dates and the bridge number are included in your packet of materials. You are expected to participate in these teleconferences. During this hour, your instructor will be able to answer any questions about the course material and speak to any concerns you may have. Each instructor will also review any problem areas and introduce the following week's lesson during the teleconference.

In Module I, COLLECTION MANAGEMENT AND ADMINISTRATION, you will be introduced to circulation systems, records management, collection management, and interlibrary loans. You will find out about the capabilities and limitations of various types of circulation systems and how to **charge** and **discharge** materials. You will learn how to keep and use statistics; how to establish and maintain circulation, vertical, office and other files; how to prepare annual reports and fill out state grant forms; and how to maintain your collection of materials through proper selection and periodic weeding. You will also learn how to use Interlibrary Loan (ILL) forms for books, periodicals, films, and subject requests and how to use the Alaska Library Network (ALN) microfiche catalog for interlibrary loans. You also will learn how to use the **Alaska Union List of Serials (AULS)** and the **Alaska State Library Film/Video Catalog.** In addition, you will learn how to apply, and how to maintain eligibility, for state grants to public libraries.

Module II is concerned with the **ORGANIZATION OF INFORNMATION AND MATERIALS.** In this module, you will examine the types of materials and services that are available in a Community Information Center or library. You will find out about the ways in which books and other materials are arranged and organized. You will learn what a catalog is and what basic information is found on a catalog card or bibliographic record--regardless of format. The information could be on a card, microfilm roll, or microfiche sheet. You will learn what is meant by "bibliographic records," and how to recognize author, title, and subject cards. You will learn how to develop a book purchase plan, based upon the needs of your community, and how to use journals and established lists to acquire, identify and organize library materials; how to select periodicals for your library; how to establish and become familiar with the uses of a periodical record file; and how to set up and use a library shelf list or inventory file. In addition, you will gain a working knowledge of the Alaska Library Network (ALN) and its multiple uses for Interlibrary Loan (ILL), reference, cataloging, and selecting library materials.

Module III, INFORMATION SOURCES--TYPES AND LOCATIONS, begins with a discussion of basic reference sources such as dictionaries, encyclopedias, almanacs, atlases, and periodical indexes. It then describes the uses of special Alaska resources such as **Alaska Almanac, Alaska Blue Book, Milepost, Education Directory, AULS,** and the **ALN Catalog.** Also included are the **Fiction Catalog, High School Catalog,** and other standard catalogs available in most libraries. Next, **Module III** examines useful search techniques. How to analyze a reference question to determine the type, catagory, or level of information, is explored; and a good example of a reference interview is presented on audio tape. Lastly, **Module III** discusses how to provide ready access to local, state, and national resources and the role that library systems and networks play in making more resources available to more people.

Pauline Gunter and Audrey Kolb are the instructors for Module I. Pauline is Assistant Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks; and Audrey is the Northern Region Coordinator for the Alaska State Library and is stationed in Fairbanks. Your instructor for Module II is Sharon West, Associate Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks. The instructor for Module III is Rheba Dupras, Assistant Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks. For the parts of this course on the "Identification and Organization of Information" for which they are responsible, these instructors will be available to answer your questions and to address any concerns you may have, during the scheduled audio teleconferences.

Now that you have been "introduced" to your instructors, let us also "introduce" you to sources of information which may be available for your use. You need to know the places people go for information in your community and what different kinds of information are located in each place. School libraries, public libraries, academic libraries, special libraries, health clinics, native corporations, and city offices are some of these sources of information.

In some communities, school and public libraries or public libraries and adult learning centers, have joined together to form Community Information Centers to meet more effectively the informational needs of the community. In others they operate as separate entities, providing materials and services to different groups of users.

School libraries were established to meet the learning needs of students and the instructional needs of teachers. Most of the materials purchased for these libraries are designed to support the school's curriculum. On the other hand, in public libraries, the collections of materials and the services provided are designed to meet the varied recreational interests, learning and informational needs of the general public. It is the interests of the people in the community which determine the collections in a public library. This type of library places more emphasis on general interest materials than does a school or academic library; and, it usually has a larger collection of fiction and popular periodicals for recreational reading. Since it serves a population from pre-school through the adult years, its collection is broad in scope. A good public library can be an excellent source for introductory material on nearly any research topic. Like the other types of libraries, the public library also has access to additional resources through the interlibrary loan process.

Academic libraries (university, community college, rural education) are similar to school libraries in that their materials and services must meet the educational needs of specific groups of learners. However, they differ from school libraries in that higher education students may be enrolled in graduate degree programs which require greater depth of information.

Special libraries maintain collections on particular subjects or fields and are usually run by organizations such as historical societies, corporations, social agencies, museums, and universities. Your community may or may not have one of these libraries. Special collections of materials also are available in health clinics, native corporations, and city offices.

How many of these sources of information are in your community? Have you tried to use all of them for your informational needs? Before you begin your first module, you are asked to investigate the information sources within your community to see what kinds of materials and services they have to offer.

First, read through the introductory assignment to see and understand what is being asked of you. After you have visited the information sources, you are to complete the assignment and mail it to your instructor who will evaluate what you have done and return the assignment to you.

Once you have completed and mailed the assignment, you are ready to begin the module for which you have registered. Please read and follow the directions carefully. Remember, if you have questions or problems with the module, be sure to discuss them with your instructor during the scheduled audio teleconferences.

As you proceed through this course on **INFORMATION: IDENTIFICATION AND ORGANIZATION**, you will learn more about sources of information within a community and the interrelationships between providers and users, and you will find that you will be better prepared to solve the informational needs of the people in your community. **GOOD LUCK!!**

ASSIGNMENT:

Please answer these questions on a separate paper.

A. Visit the libraries within your community. For each, provide the following information:

1. What is the name of the library?
2. Describe the physical facility. Include a drawing of the floor plan, if a copy is available.
3. Where are the reference books located?
4. Identify the location of the different types of books. If possible, include a diagram showing how the books are organized.
5. Describe the collection and how it is indexed.
6. List the different types of materials available.
7. List the types of equipment available.
8. Does the library loan materials to its users? If so, how are the circulation records kept?
9. Are Interlibrary Loan (ILL) and other special services provided? If so, please explain.

B. Visit all of the following public agencies that are located in your community: native corporations, city offices, legal services, health clinic, tribal council, and rural education center. For each, answer the following questions:

1. What types of materials are available (books, periodicals, newspapers, pamphlets, films, audio tapes, etc.)?
2. Describe the collections of materials (in question 1 above) and how they are organized.

3. Are materials loaned to the general public? If so, how are the records kept?

4. What types of equipment are available? Can the general public borrow any of this equipment?

C. Are there other information sources within your community not covered under questions A and B above? If so, please list these and describe the available services and materials.

D. After you have visited the various information sources within your community and have provided the information requested above, mail this assignment to your instructor who will evaluate what you have done and return the assignment to you, with comments, as soon as possible.

NOW YOU ARE READY TO START THE FIRST MODULE FOR WHICH YOU HAVE REGISTERED.

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Pauline Gunter, principal investigator.

Written by Boyd M. Bolvin, PhD

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10506 Wauna Street S.W.
Tacoma, Washington 98498
(206) 582-5838/383-2260

INFORMATION IDENTIFICATION AND ORGANIZATION

MODULE I
COLLECTION MANAGEMENT AND ADMINISTRATION

OVERVIEW:

Circulation systems, records management, collection management and interlibrary loans are discussed in this module. You will learn about the capabilities and limitations of various types of circulation systems, how to charge out and check in materials, how to keep and how to use statistics, how to establish and maintain files, how to prepare annual reports and grant forms, and how to maintain collections of materials. You will also learn how to use interlibrary loan forms, the **Alaska Library Network (ALN) Catalog**, the **Alaska Union List of Serials (AULS)**, and the **Alaska State Library Film/Video Catalog**.

LEARNING OBJECTIVES:

After completing this module you should be able to:

1. Explain the requirements, capabilities, and limitations of manual, machine-based, and automated circulation control systems.
2. List the factors involved in the selection of a circulation control system.
3. Describe the purposes and characteristics of circulation control systems.
4. Describe the purposes of circulation files and how to establish them.
5. Explain how to keep and use statistics.
6. Explain the purpose, use, and management of a vertical file.
7. Explain the purposes and uses of annual reports.
8. Complete an application for a Public Library Assistance Grant and explain how to maintain eligibility for this grant.
9. Describe procedures inherent in collection maintenance.
10. Demonstrate how to take an inventory of library materials.

11. Identify guidelines for discarding library materials.

12. Demonstrate how to use Interlibrary Loan (ILL) forms for books, periodicals, films and subject requests.

13. Explain how to use the **Alaska Library Network (ALN) Microfiche Catalog** for Interlibrary Loan (ILL).

14. Explain the uses of the **Alaska Union List of Serials (AULS)** and the **Alaska State Library Film/Video Catalog.**

INTRODUCTION TO MODULE I

Your instructors for **Module I** are Pauline Gunter and Audrey Kolb. Pauline is Assistant Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks; and Audrey is Northern Region Coordinator for the Alaska State Library and is stationed in Fairbanks. During the first scheduled audio teleconference, they will discuss with you how to proceed through **Module I** and answer any questions or address any concerns you may have. They will also identify to whom you should mail your assignments and tests and give you the correct mailing address at that time.

Prior to beginning **Module I**, you must view the slide-tape program which is the **Introduction** to this course, **INFORMATION IDENTIFICATION AND ORGANIZATION.** You also must complete and mail to one of your instructors the assignment attached to the written portion of the introductory segment.

If you already have viewed the slide-tape program and have completed the introductory assignment, you are aware of the types of materials and services provided by libraries and community information centers. Some of the materials that they make available to their users are books, magazines, newspapers, pamphlets, government documents, maps, films, slides, filmstrips, audio and video tapes. Not all of these materials are circulated outside of the library; certain items may have to be used within the facility.

You may have had an opportunity to examine how the books and other materials were organized in a library or community information center. The books were most likely arranged on the shelves according to the Dewey Decimal Classification. The nonbook and audiovisual materials may have been organized by other methods.

If you were able to visit a larger library or community information center, you would have discovered that they provided circulation, reference, interlibrary loan and other public services, as well as acquisitions, cataloging, and possibly media production services.

Also, you probably would have found that most of these libraries and information centers use some type of manual circulation control system, although some might be using machine-based systems, and a few may be automated.

If you were able to visit the acquisitions department in a larger library, you may have noticed that the staff was using established lists or "standard catalogs," such as the **Fiction Catalog, High School Catalog, Books in Print (BIP)**, and other selection and library tools. These are used to identify, acquire, and organize library materials. In **Module II, ORGANIZATION AND ACQUISITION OF INFORMATION AND MATERIALS**, you will learn more about the use of these established lists or standard catalogs, about the types of materials and how they are arranged or organized, and the kinds of services available in a library or community information center.

In proceeding through this module, you will find that each unit has learning activities, self-tests, tests, and assignments. You are to take each self-test when you are ready to do so. The answers are provided elsewhere in the **Student Study Guide.** The other tests and the assignments are to be completed in a timely manner and mailed to your instructor. Please follow any directions that are given. The final examination will be mailed to you when you are ready to take it. If you need the definition of a word of which you are not sure of the meaning, check in the glossary on pages 299-304 of your textbook, **Introduction to Public Services for Library Technicians**, or at the back of this **Student Study Guide**, before consulting a dictionary. For **Module I** you will be evaluated on the accuracy and completeness of your assignments and how well you do on the tests and final examination.

TEXTBOOKS:

The textbooks for **Module I** are:

1. Bloomberg, Marty. **Introduction to Public Services for Library Technicians.** Third edition. Littleton, Colorado: Libraries Unlimited, Inc., 1981.

2. Miller, Shirley. **The Vertical File and its Satellites.** Second edition. Littleton, Colorado: Libraries Unlimited, Inc., 1979.

3. Zweizig, Douglas and Eleanor Jo Rodgers. **Output Measures for Public Libraries: A Manual of Standardized Procedures.** Chicago: American Library Association, 1982.

UNIT I: CIRCULATION

CHECKLIST FOR UNIT I:

Check off the following activities as you complete them. They all need to be completed before you take the Unit Test.

			DATE COMPLETED
Learning Activity One:	A_____	B_____	_____
Learning Activity Two:	A_____	B_____	_____
Learning Activity Three:	A_____	B_____	_____
Learning Activity Four:	_____		_____
Learning Activity Five:	A_____	B_____	_____
Learning Activity Six:	A_____	B_____	_____

LEARNING ACTIVITY ONE:

A. View the slide-tape program, **Collection Management and Administration**, to get an overview of Module I. Slides 1-39 of this presentation show the requirements, capabilities, and limitations of manual, machine-based, and automated circulation control systems.

B. Read Chapter 3, "Circulation Services: Circulation Control Systems," pages 41-65, in your textbook, **Introduction to Public Services for Library Technicians**, by Marty Bloomberg, to gain an understanding of the purposes and characteristics of circulation control systems and to learn more about the operation of specific circulation systems.

LEARNING ACTIVITY TWO:

A. Read the following:

CIRCULATION AND COLLECTION CONTROL

Most libraries loan books and other materials to their users. In order to provide efficient service, careful thought must go into developing the library's circulation procedures and into the planning of its circulation system. The main purpose of a circulation system is to have a record of items checked out of the library. This protects library property and enables a librarian to know the location of items not found on the shelves. Whether the library decides upon a manual, machine-based, or automated system depends upon a number of

factors--including the size of the collection, the number of loan transactions each year, the extent of record keeping and data collection desired, the number of staff, and the funds available for this purpose. Usually, a library will seek the most effective, least costly system that will do the job.

The slide-tape program (slides 1-39) which you have already viewed discussed the questions the library needs to consider when developing objectives for the control of materials, and the circulation objectives that most libraries might adopt. It also examined manual, machine-based, and automated circulation control systems, as did your textbook (pages 41-65). The textbook also referred to two types not covered in the slide-tape presentation; namely, photographic charging and marginal punched cards. Although these systems have been used in a number of libraries, they are gradually being phased out. Still, you should be aware of their existence and have an understanding of the operation of each system.

Some circulation systems require registration files. In some systems, it is possible to know immediately whether an item is checked out and who has borrowed it. In others, it is not until the item is overdue that it is possible to tell who has checked it out and when it is due. In establishing a circulation system, the library needs to decide what is important in offering services to its users, and what are the demands on staff time of the various systems.

It is important to proceed with care in circulation planning. First, determine your requirements--what do you want the system to do. For example, a school library may want to be able to sort overdue notices by homeroom. Or, it may need varying due dates depending upon the type of materials loaned and whether or not it has a "reserve" system. Many school libraries, and most college and university libraries, place books which their teachers assign to their students for reading, on separate (reserve book) shelves usually located behind the circulation desk. On these reserve shelves, teachers often have books placed which they hope their students will read over and beyond the required assignments. Sometimes, if it is a large library and many books are put on "reserve," a special room is used for this purpose. This "reserve" system (which is explained on pages 74-77 in your text) should not be confused with the "hold/reserve request" system (explained on page 68), which is to hold an item for a library user who has requested it.

After determining your library's requirements, you should examine automated circulation control systems in use in the state. During this examination, you should keep in mind system compatibility with the Electronic Mail Systems (EMS) used statewide. In addition, you should consider compatibility with the state film library booking system, access to a bibliographic data base, and the need to do data base searches. This compatibility is very important to resource sharing.

Many automated library circulation control systems use on-line, minicomputer-based systems, which require that a machine-readable data base of library users and materials be created and bar-coded or "zebra" labels be affixed to the library materials and user identification cards. Some systems use OCR (optical character recognition) labels for book and borrower identification. Some libraries have terminals with touch screen capability, allowing users to choose from several visually-displayed alternatives for input, by merely touching the appropriate spot on the screen.

Both bar-coded and OCR labels are in common use today. Bar-codes are found on magazines and on items in the grocery store, while OCR numbers can be found on bank checks. Both can uniquely identify persons or items in a form that the computer can translate into its own language.

To review how bar-codes are used in the checking out and in of library materials, read again pages 55 and 56 of your textbook, **Introduction to Public Services for Library Technicians.**

Charging and Discharging Materials

The library or community information center, depending upon the size of the community served, may need to have the registration of its borrowers before charging out or loaning books or other library materials to them. This establishes the right to borrow materials, and it serves as a record of the user's identity. It also provides useful information for the library.

The public library may want detailed registration information; while the school, college, or university library can use existing student and teacher records. The special library may not need registration files, since it usually has a limited and well-known group of users.

The purpose of discharging items returned to the library, of course, is to clear the records of the charges. Regardless of the circulation system used, discharging cancels the record of the loan and ends the borrower's responsibility.

Handling Overdues and "Holds"

The purpose of sending overdue notices is to obtain items kept beyond the loan period so that they may be made available for other library users. Procedures vary from library to library. They may include sending several notices or making several telephone calls--whatever it takes to get the materials returned; for libraries are accountable for materials which have been purchased with public funds for the benefit of the community.

Upon request, a library will place a "hold" on an item to allow a user to obtain an item already charged out to another library user. The library may either recall the item from its present borrower or wait until it is returned. In either case when the item is returned, it is held by the library and the new requester is notified that it may be picked up.

B. Read Chapters 2 and 4, "Circulation Services: Patron Registration," pages 33-40, and "Circulation: Collection Control," pages 67-77, in your textbook, **Introduction to Public Services for Library Technicians.**

SELF-TEST NUMBER 1

To see what you have learned about the circulation process, take the following SELF-TEST. Put "T" for "True" or "F" for "False" on the lines preceding each of the statements.

_____ 1. Circulation is the function of the library most familiar to library users.

_____ 2. An important feature of the Newark Self-Charge System is that information concerning the location of every item is readily available.

_____ 3. The Gaylord circulation system is the most widely used system in the United States.

_____ 4. A disadvantage of a signature circulation system is that it is difficult to tell who has material checked out until the items are overdue.

_____ 5. In a "self-charge" circulation system, book cards can be filed by either call number or author.

_____ 6. Several libraries in Alaska use Gaylord machine-based circulation systems.

_____ 7. Of the manual systems in use by libraries, most still use some form of the Newark system.

_____ 8. Circulation is a primary function of public services.

_____ 9. The Gaylord system requires no borrower participation.

_____10. The Newark circulation control system is the perfect system for any type of library.

_____11. In a photographic charging system, each transaction is photographed on microfilm.

_____12. The Newark system is best used by large research libraries.

_____13. Large libraries are investigating or acquiring automated rather than machine-based circulation systems.

_____14. The North Star Borough Library in Fairbanks uses an on-line automated or computer-based circulation system.

_____15. Marginal punched card circulation systems are being phased out of many libraries today.

In the space provided, write the answers to the following questions:

16. What is the main purpose of a circulation system?

17. What does "discharging" accomplish regardless of the circulation system used?

18. Name three of the five circulation control systems now in general use which are described in your textbook.

19. Name three advantages of manual or semi-automated (machine-based) circulation control systems.

20. Name three limitations of manual or semi-automated circulation control systems.

21. List at least four questions that need to be considered in developing objectives for the control of materials.

22. List four circulation objectives that most libraries would adopt.

23. List at least four of the basic requirements for an automated circulation control system.

24. Name the two main types of automated circulation systems.

25. Name two benefits of automated circulation control systems.

26. List at least three unique characteristics of a circulation control system.

27. Name three factors involved in the selection of a circulation control system.

28. Why is it important for some libraries to have the registration files of their borrowers?

29. Explain what is meant by a "reserve" system in a library.

30. What does placing a "hold" on an item mean?

Check your answers on the SELF-TEST with those on page 13.

How well did you do? If you missed more than five questions or feel that you need to get a clearer understanding of circulation services, systems, and collection control, view once again Part 1 (slides 1-39) of the slide-tape program, **Collection Management and Administration**, and review pages 33-40, pages 41-65, and pages 67-77 in your textbook, **Introduction to Public Services for Library Technicians**.

LEARNING ACTIVITY THREE:

A. Read Enclosure No.1, "Suggested Circulation Procedures" and Enclosure No. 2, "Example of Circulation Procedures." Both are in Envelope No. 1.

B. On a separate piece of paper devise a set of circulation procedures for a small library or community information center, using a manual circulation system. Include the goals and objectives for your circulation system, whether you would require registration

and why or why not, and what you would require on a registration form, how you would charge out and check in books and other materials, and any other necessary activities or procedures.

Provide a budget amount for this system which includes an estimate of the number of hours per week required for each task involved with the circulation system, the estimated cost of supplies, etc. When you have completed this assignment, mail it to your instructor.

LEARNING ACTIVITY FOUR:

Visit a library (other than your own) and report on aspects of that library's circulation control system. Use Enclosure No. 3 in Envelope No. 1 for this assignment. When you have finished, mail it to your instructor.

LEARNING ACTIVITY FIVE:

A. Read pages 117-125 of your textbook, **Introduction to Public Services for Library Technicians**, to acquire an introductory knowledge of the Dewey Decimal Classification and the Library of Congress Classification. Review pages 73-74 to gain a better understanding of how to shelve books by call number.

B. Find Enclosure No. 4 in Envelope No. 1. This assignment consists of two exercises in shelving books--one using the Dewey Decimal Classification and the other using the Library of Congress Classification. Remember that in the Dewey Decimal Classification, the numbers to the right of the decimal point are "decimal fractions." Thus, .12 is smaller than .5 and would be shelved before the latter (and in a circulation card file, .12 would be filed before .5). Think of .5 as being .50 (and you can see that .50 is greater than .12, just as 50 cents is greater than 12 cents). After you have completed this assignment, mail it to your instructor.

LEARNING ACTIVITY SIX:

A. Read pages 4-13 and pages 25-29 of **Output Measures for Public Libraries: A Manual of Standardized Procedures**, by Douglas Zweizig and Eleanor Jo Rodger. Many of these measures can be used by academic, school, and special libraries, also. If you are in a school or college, consider the number of students to be the population; if you are in a special library, consider the number of employees to be the population.

B. Librarians need accurate information about borrowers, staff, collections, and files in order to make informed decisions. But, they don't need to count everything all the time to obtain the information they need. Besides, the specific population or the number of items is often so large that consideration of each person or item

is not feasible. For example, in a large library, it would be a huge task to examine every book in the collection or every card in the catalog, or to interview every registered borrower. In such situations, "sampling" is usually utilized.

Sampling permits librarians to make useful generalizations about a larger number of people or items (for example, borrowers, books, files) by examining only a small part of the particular population. For example, this may be counting for only one week, and then multiplying that figure by the number of weeks the library is open during the year. This would provide an estimate of annual use.

Two types of sampling, which can be utilized effectively in libraries, are "attribute" and "variable" sampling. An "attribute" is a characteristic or quality belonging to a person or thing. This type of sampling could be used if the librarian wanted to know the percentage of the book circulations in which the book is kept beyond the due date, for example. If the circulation period were three weeks, choose more-than-three-weeks as the "attribute" to be sampled and express the result as a percent of the total circulations sampled.

According to Webster's dictionary, a "variable" is a quantity that may assume any one of a set of values. This type of sampling could be used, for example, in determining the average number of days between the borrowing and return of library materials. One loan in the sample might be for fifteen days, another for twenty-seven days, another for eleven days, another for nineteen days, etc. To find the average, the total number of days in the sample are added together and then divided by the number of circulations sampled. Example: 15 + 27 + 11 + 19 = 72; 72 divided by 4 = 18 days (average number of days a book was kept out).

For additional information about sampling, turn to item 5 (under the discussion of statistics) on page 18.

C. On a separate sheet of paper:

1. Calculate the **circulation per capita** for your library by dividing your **annual circulation** by the **jurisdiction population** (which is the number of people in the geographic area that the library is intended to serve). This measures the number of items your library circulates in relation to the population of the community your library primarily serves.

2. Select either (a) or (b) below and follow instructions.

   (a) Determine the **circulation per registered borrower** of your library by dividing your **annual circulation** by the number of **registered borrowers** (or population). Example: 2283

(annual circulation) divided by 439 (borrowers or population) = 5.2 (circulation per registered borrower or resident).

(b) Count in-house use of the library for one day, then multiply this by the number of days open per week, and this by the number of weeks open per year. Example: 84 (in house uses) times 5 (days open for week) = 420; 420 times 52 (weeks open per year) = 21,840.

3. Maybe you would like to know how many times, as an average, each person in your community visits the library every year. You can determine the **library visits per capita** by sampling. Count for one week the number of people making library visits. Multiply this figure by the number of weeks the library is open during the year, and divide this amount by the **jurisdiction population.** Example: 75 (people) times 48 (weeks) = 3600 divided by 879 (population) = 4 (Average number of visits each member of the community made to the library during the year; that is, "library visits per capita.")

Mail the results of these calculations to your instructor.

EVALUATION OF UNIT I:

You will be evaluated on the accuracy and completeness of the assignments you have mailed in during your study of Unit I and on how well you answer the following test items.

TEST FOR UNIT I: CIRCULATION

Write answers to the following test items on separate sheets of paper and mail to your instructor. Put your name on each sheet of paper.

1. Describe the two most common classification systems in use by libraries.

2. List the items of information usually required on a public library registration form.

3. Describe the purposes and characteristics of circulation control systems.

4. Name the factors which determine the length of the loan period for library materials.

5. Define in your own words the following:

   a. Charge and Discharge

   b. Bar-code (zebra) label

   c. Optical character recognition (OCR)

6. Explain the requirements, capabilities and limitations of the following circulation control systems:

   a. Newark Self-charge System

   b. Machine-based System

   c. Automated circulation control systems, in general

7. Explain the difference between **inventory control** and **transaction recording** types of automated circulation control systems.

8. List the benefits of automated circulation control systems.

9. What are some of the major considerations in choosing the appropriate circulation system for a library?

10. Explain how an item is charged out in a computerized circulation system in which the library users have bar-coded numbers on their identification cards.

ANSWERS TO SELF-TEST NUMBER 1:

1.	T	6.	T	11.	T
2.	T	7.	T	12.	F
3.	F	8.	T	13.	T
4.	T	9.	T	14.	T
5.	T	10.	F	15.	T

16. To have a record of items checked out of the library.

17. Discharging cancels the record of the loan and ends the borrower's responsibility.

18. Newark system, Gaylord system, photographic systems, marginal punched card systems, and automated computer-based systems.

19. They are economical, flexible, and require less maintenance than automated systems.

20. Time consuming nature in preparing overdue notices and in filing, the time lag between checkouts and available library records, and the difficulty of placing a "request" or "hold" on an item.

21. What materials should circulate?

What materials should be held for reference work?

Should any items be held in a reserve collection?

Should new books be placed in a special location for inspection?

What should be the length of the circulation period?

Should notices be sent for overdue materials?

How soon after the overdue date should notices be sent?

22. To identify materials charged out

To identify users

To encourage the return of overdue materials

To count items charged out

To maintain adequate records of delinquent borrowers

To provide effective "hold" system for requested materials

To provide detailed statistical information about books and readers

23. Automated check out and in of items

Allowance for renewals

Automated "hold" notification

Variable due dates

Identification of users returning items late

Ability to search the circulation record for an item checked out

Production of overdue notices

Collection and printing of overdue statistics

24. Inventory Control and Transaction Recording

25. User satisfaction and improved service to users, including faster checking out and in of materials.

Elimination of the burdensome task of filing.

Release of staff time for more direct contact with library users.

26. The system must be easy for the borrowers to use and for library personnel to operate.

    The system should allow the library to identify the borrower, the material borrowed, and the date it is due to be returned.

    The system must provide a record of overdue materials.

    The system should provide easy and accurate retrieval of reserved (requested) materials when they are checked in.

    The system should allow for easy retrieval of statistics required by the library.

27. The size of the library collection and the expected volume of circulation

    The cost of the system

    The type of borrower the library will serve

    The quality of service given to the library user

28. It establishes the right to borrow materials, and it serves as a record of the user's identity.

29. Many school, college, and university libraries place books which teachers assign to their students for reading on separate shelves (or in a special room) as a "reserve" collection.

30. It means that an item, already on loan to someone else, will be held for someone who requests it, when the item is returned to the library.

UNIT II: RECORDS MANAGEMENT

CHECKLIST FOR UNIT II:

Check off of the following activities as you complete them. They all need to be completed before you take the Unit Test.

			DATE COMPLETED
Learning Activity One:	A_____	B_____	_____
Learning Activity Two:	A_____	B_____	_____
Learning Activity Three:	_____		_____
Learning Activity Four:	A_____	B_____	_____
	C_____		
Learning Activity Five:	A_____	B_____	_____
Learning Activity Six:	A_____	B_____	_____
	C_____		
Learning Activity Seven:	A_____	B_____	_____

LEARNING ACTIVITY ONE:

A. Read "Statistics," pages 81-83 in your textbook, **Introduction to Public Services for Library Technicians.**

B. Read the following information:

STATISTICS

Purpose and Importance

In order to measure past and present library activity and to estimate the future costs in maintaining and developing a library, statistics should be collected periodically of the measurable phases of library operations. Statistics can be helpful in measuring growth or the decline in use, in analyzing various categories of books and library users, in budgeting for purchase of materials and determining acquisitions policies, and in weeding little-used materials from the collection.

Statistics are important for a number of reasons:

1. To show the growth, development, and utilization of the library in the annual report;

2. To aid in the evaluation of the use of library materials and services;

3. To justify requests for increased budget allocations for staff, materials, and services;

4. To honor requests from state and national agencies for current library statistics.

Types of Statistics

There are many library functions which lend themselves to the collection of useful statistics. Some of these are circulation, acquisitions, interlibrary loan, and equipment and library utilization.

1. **Circulation.** This is one area of the library's operation which is an important indicator of library usage. The number of books and materials checked out, within a given period of time, indicates whether or not the materials collections are meeting the needs of the library users. These statistics, however, do not include the books and other items used within the library and not checked out. To gain a better picture of total collection usage, some libraries will add to their daily circulation figures the number of books and other materials left by users on library tables, carrels, certain shelves or other areas designated for the return of materials used within the library. In addition to collecting data on the circulation and use of books, periodicals and other items, statistics should be kept on the number of overdue notices sent and the telephone calls made to retrieve them.

2. **Acquisitions.** Acquisitions is another function on which it is important to maintain up-to-date statistics. The number of books and other materials added shows the rate of growth and development of the library's collection. But to portray an accurate picture of the growth and development, the number of books and other materials withdrawn (i.e., "weeded" from the collection) must be taken into account. If a library only adds materials and never withdraws any items, it may be able to report large numbers of books and other materials available to its users, but the collection will not be as viable as it could be. Useful statistics to collect in this area of the library's operations are the number of books added to the permanent collection by purchase or gifts. Numbers of paperback books in the "Paperback Exchange" collections are not counted as part of the collection. However, the number of these paperbacks taken to read can be counted as part of circulation. Also useful are statistics regarding the number of periodical subscriptions ordered--how many were new subscriptions and how many were renewals; how many back issues were ordered (e.g., in microform format). Similar statistics should be kept on audiovisual materials and other items acquired.

3. **Interlibrary Loan.** Statistics on interlibrary loans should be maintained on a regular basis. Included should be the number of items requested from other libraries and the number of items loaned to other libraries from your library.

4. **Equipment Usage.** Libraries which make available to their users audiovisual, computer, and other equipment may find it useful to keep statistics on the amount of equipment loaned. How much the equipment is used may indicate whether the service is worth providing and whether the purchase of additional equipment is justified. For this purpose, it can be useful to keep statistics on the number of times people have wanted to use a piece of equipment and it has been unavailable because someone else is using it at that time. This is only necessary for heavily used items.

5. **Library Utilization.** Statistics may also be kept on the number of people coming into the library on a daily, weekly, or monthly basis. These figures will only be a rough indication of utilization of library resources and services, as some people take advantage of using the materials and services within the library while others are only there to read newspapers, to study, to rest, or to participate in programs.

   Statistics such as these can be "sampled." There are a number of ways of doing this. For example, the number of people coming into the library could be counted daily for a week. Then the daily average could be used as the count for the other days of the month that the library is open. Or the week's "sample" could be multiplied by the number of weeks the library is open during the year to obtain an annual statistic. A slight variation of this approach would be to select randomly one week from each month, add the total number of people coming into the library that week, and multiply by four for a month's "sample."

   The same procedure can be used to determine seasonal use, for example, during a summer. Multiply the number of people coming into the library for the one week by the number of weeks the library is open during the summer months of June, July, and August. For an annual count, multiply the number of people by the number of weeks the library is open during the year.

   Certain circulation functions would also lend themselves to a sampling analysis of this type; for example, counting use of each of the Dewey classification numbers by hundreds (000s, 100s, 200s, fiction, juvenile, easy, etc.) to determine subject areas of greatest use. This could be done for a period of one week and multiplied by the number of weeks the library is open. In this way, you would be able to determine in which subject areas books are used most frequently. This information can be useful in selecting books for the library.

Methods of Collecting Data

The usual method of collecting circulation statistics is to count the circulation every day the library is open, record these figures on forms, and cumulate them periodically. A number of forms can be used quite adequately for this purpose. Examples of data collection forms for circulation, showing monthly and annual statistics, are in Envelope No. 2. Likewise, there are several examples of suitable forms for showing the additions to the library collections as well as the discards (or withdrawals).

LEARNING ACTIVITY TWO:

A. In Envelope Number 2, take out the forms entitled "Monthly Circulation Statistics" and "Annual Circulation Statistics" (Form No. 3-38 and Form 3-39). If records have been kept of circulation statistics for the past year in your library, fill out the annual circulation report form with this information. Fill out the monthly report form in the same way, using statistics from the past month or any other month during the past year. If circulation statistics have not been kept in your library, begin recording them on a daily basis until you finish Unit II. Then, total your circulation statistics for that period of time and respond to the following questions:

   1. What do the figures for the month and for the year tell you about your circulation compared with other months and the previous year?

   2. Is circulation of materials increasing or decreasing?

   3. Can you spot any general trends in circulation from the statistics you have gathered? Do you find any marked differences in use during different months or seasons of the year?

B. In Envelope Number 2 marked FORMS locate the forms that show materials "added" to and "withdrawn" from your library collection (Forms No. 1 and 2). Using statistics collected during the past fiscal year, indicate the number of books and other materials "added" and "withdrawn" each month. Total all of the columns of figures. What do these figures tell you about the growth and development of your library collection?

When you have completed this assignment (A and B above), mail it to your instructor.

NOTE: You should realize that the forms you have used for Learning Activity Two are not the only forms which can be used; there is no one "right" form to use for collecting these or any other statistics. You could develop your own forms to use. For example, you may want to count "Easy" books or Juvenile books in order to know more about how the collection is used. You will, of course, need to keep in mind what information is desired from the state and then make sure the information wanted at the local level is recorded.

LEARNING ACTIVITY THREE:

Read the following:

FILES

A most important part of records management is keeping and maintaining an adequate filing system. This includes the library director's office and budget files, as well as the library's circulation and vertical files. It should be noted that, as automation moves into the library, consideration should be given to using a microcomputer for file and index retrieval. This can be a relatively inexpensive means of organizing office, budget, and vertical files. It has been said that "the microcomputer is potentially the most useful tool for the control and delivery of information in libraries since the invention of the card catalog."

1. **Office Files.** The office files should contain both incoming and outgoing correspondence, which is arranged alphabetically by the name of the person, company, or organization, or by subject. In addition, there should be the minutes of meetings of library governing bodies. These contain useful information in the area of library operations and governance and need to be referred to from time to time. They should be kept in chronological order and retained permanently, for they become the history of the library.

   Another file which should be kept in the office is one containing material on the library's policies and procedures. This should be available for handy reference and updating. Personnel information and minutes of committee meetings are other files which should be maintained in the library director's office and kept current.

2. **Acquisitions Files.** An Acquisitions or purchase or order file should be used for the filing of copies or requisitions, purchase orders, invoices, and other paperwork involved with the ordering and receiving of materials and equipment. This is a file which will see a good amount of use, as problems occur in the ordering and receiving of these items.

   Actually, many different acquisitions files may be kept by a library. The number of individual files depends largely upon the size of the library and the budget for the purchase of materials and equipment. These files are discussed in detail in **Module II--Organization and Acquisition of Information and Materials.**

   Smaller libraries and community information centers may only maintain a few acquisitions files, such as a vendor file and an author file of materials on order. Once received, the invoices are filed alphabetically by vendor and the records of individual items are maintained in other library files, such as the shelf list and card catalog.

Generally, the financial records and orders are closed out at the end of a fiscal year, or within a month following the close of the fiscal year. Unfilled orders are cancelled. A decision then needs to be made whether to reorder those items not received. At that time the acquisitions or order file can be compiled and filed in chronological order in one file.

3. **Budget Files.** In order for the library to be financially accountable and fiscally responsible, well-maintained budget records are essential. These files should show both anticipated income and estimated and actual expenditures. The income would be revenue that the library receives from local and state sources, including grants. The expenditure files should contain information on staff salaries and wages (including benefits); travel expenses; printing; contractual and other services requested; books, periodicals, audiovisual, and other materials; library, office, and maintenance supplies; equipment purchases; and repair expenses. A running balance should be kept on all expenditure accounts, especially the materials and supplies accounts, in order that needed purchases may be made throughout the year while staying within the budget allocations for these items.

4. **Circulation Files.** Circulation records are also very important to keep. Maintaining a record filed by classification number (if classified) or by author (if not classified), enables the library to know what items are in circulation at any time. Maintaining a record filed by the user's name lets the library know what items any individual has at any time, and by maintaining a record filed by due dates, the library knows what items are due on any specific date. A record kept by the borrower's name is not feasible in a manual or machine system. Items may be returned; and, if you don't know who had which item, you don't know exactly where the circulation record is in order to discharge or check in the item. An automated system can retrieve information at any number of access points and could retrieve by the borrower's name.

5. **Vertical Files.** A vertical file is a collection of non-book materials such as pamphlets, posters, flat pictures, charts, newspaper and magazine clippings, which are housed vertically in filing cabinets. In many libraries, the traditional vertical file is reinforced by such "satellite" collections as map collections and picture collections.

   Vertical files help greatly to meet varied user needs, since they provide kinds of information not always found in book collections. They make it possible for the library to provide selective coverrage of some subjects, as well as to provide adequate quantity and variety of materials on subjects of special interest. The types of materials and the subjects to be included in the vertical file collection depend upon the needs of the particular library. Usually, the vertical file does not duplicate information readily obtainable elsewhere in the library.

It is recommended that the same subject headings be used in a vertical file as are found in the **Alaska Library Network (ALN) Catalog.** In this way, a user can go from one to the other and only needs to learn one system.

The vertical file needs to be weeded periodically, or it can soon become encumbered with outdated items or subjects no longer pertinent. It is relatively simple to keep a vertical file collection current and relevant. New materials can be added very easily, while those which are no longer useful can be even more easily discarded.

Each library has to make its own decision regarding the treatment of vertical file materials. Should they be treated as reference materials to be used only within the library, or should they be loaned out as books are. If the latter decision is made, the library will then have to decide whether these materials are to be checked out for a specified period, or whether they may be out on indefinite loan. These decisions depend largely upon the type of library, the size and value of the vertical file collection, and the amount of staff help available at the circulation desk. In any event, statistical data should be kept on the utilization of the vertical file materials. This data can be used in evaluating the total library services provided, for input into annual reports, and to fulfill local, state, and national requests for statistical information on the utilization of library resources and services.

LEARNING ACTIVITY FOUR:

A. Read the following pages in **The Vertical File and its Satellites,** by Shirley Miller: pp. 54-99, 115-123, 154-166, and 179-186.

B. Read pages 281-283 in **Introduction to Public Services for Library Technicians,** by Marty Bloomberg.

C. For your assignment you are to select one topic and gather vertical file materials from local sources (at least five items). On a separate piece of paper, name the topic you have chosen and prepare a list of those items to be ordered and included in the vertical file. Indicate the sources for your materials, and the subject headings you are using. Use subject headings from the **Alaska Library Network (ALN) Catalog.** Lastly, write a procedure for circulating pamphlet materials. When you have completed this assignment, mail it to your instructor.

SELF-TEST NUMBER 2:

To see what you have learned about "statistics" and "files," take the following SELF-TEST.

1. What are two principal reasons for collecting statistics periodically?

2. Name three library functions on which it is important to maintain current statistics.

3. What is the usual method of collecting circulation statistics?

4. What are the two important categories to be included in Interlibrary Loan (ILL) statistics?

5. What do some libraries add to their daily circulation figures in order to gain a better picture of total collection usage?

6. To give an accurate picture of the growth and development of a library's collection, what does the library need to show besides the number of books and other materials added?

7. What are the five types of files which should be kept in every library?

8. What is a vertical file?

9. Why is it recommended that the same subject headings be used in a vertical file as are found in the **Alaska Library Network (ALN) Catalog**?

10. Why should the minutes of the meetings of library governing bodies be retained permanently?

Check your answers with those on page 33.

How well did you do on SELF-TEST NUMBER 2? If you missed more than two questions, or feel that you need to get a clearer understanding of how to keep and use statistics (and of which library activities statistics should be kept) and the types of files that should be established in libraries (and the purpose and importance of each), you should review the enclosed information on these two important areas of Records Management. Also, you may wish to view again that part of the slide-tape presentation covering "Statistics" and "Files" (slides No. 40-63).

LEARNING ACTIVITY FIVE:

A. Read the following:

ANNUAL REPORTS

The annual report contains statistical information regarding the utilization of library resources and services, the growth and development of the collections, and any other information which indicates how viable the library operation is and how effective its overall program of service is in meeting the needs of its users. It also provides an opportunity for the library director to make a case for additional funding and other support to improve certain areas of the library's operation that are in need of improvement. It's an excellent method of communicating to the library's governing body, as well as to its community of users.

Annual reports are a requirement in Alaska in order to be eligible for a grant-in-aid for public libraries (Public Library Assistance Grant). Legislative bodies at the State and Federal levels also request information from the Alaska State Library. Having annual reports on file enables the State Library to respond to these requests.

Annual reports are also useful for communicating with local government boards and city councils. Over a period of years, these reports can show the growth in the collections and the change in the utilization of the services and resources of the various libraries.

B. In "A" above, the importance of annual reports is discussed. Not only are these reports an excellent means of communicating with the library board and local governmental agencies, they are a requirement in Alaska in order to be eligible for a Public Library Assistance Grant.

For your next assignment, you are to fill out a LIBRARY ANNUAL REPORT form for the past fiscal year (1982-83). The fiscal year, 1982-83, is usually written FY 83 and indicates the fiscal year ending June 30, 1983. FY 84, then, is the fiscal year ending June 30, 1984; and FY 82 is the fiscal year that ended on June 30, 1982. For practice, when would FY 86 end? _____.

Let's take a look, now, at this three-page report form (Form No. 3 in Envelope No. 2). One area of the Annual Report form which often raises questions is that of the budget. The single sheet entitled "Budget Guidelines" (Enclosure No. 6 in Envelope No. 1) gives definitions of the budget categories. You may want to refer to these guidelines as you fill out the form. The Annual Report should give the entire budget for the library. The left column, "Library Budget: Income or Receipts," shows the source of the funds, while the right column and the top of page 2 tell the purposes for which the monies were spent.

The library collection is the next major section of the Annual Report form. Here is where the statistical information gathered during the year is used. In the column headed "Previous Year" should be put the **number** of books in the library collection as of June 30 of the previous year, the number of magazines and newspapers to which the library subscribed, the number of recorded audiotapes and cassettes belonging to the library, and so on down the column. If the library is a new one this year, your answers may be zero in the "Previous Year" column.

The column headed "Added" is where you would put the number of books, periodical subscriptions (not the number of individual magazines), audiotapes, recorded videotapes, etc., which were added to the library collection during the fiscal year, beginning July 1 and ending June 30. In the "Withdrawn" column should go the number of items removed from the collection. A withdrawn periodical subscription is one that was cancelled or that ceased publication. And, finally, the "Total Number" column is the new number of each of the items listed. You take the number from the previous year, plus the "added," subtract the "withdrawn," and the answer equals the number of items as of June 30 of the current year.

For practice, fill in the total number column in the following exercise:

	Previous Year	Added	Withdrawn	Total Number
Books	532	32	38	
Periodical Subscriptions	5	15	2	
Audio Tapes/ Audio Cassettes	47	12	4	
Phonorecords	36	6	0	
Films: 8mm	24	3	2	
Films: 16mm	0	0	0	

Videotapes/Cassettes	11	7	2
Slide sets	13	4	0
Microfilm (Reels)	41	12	0
Microfiche (estimate) inches	15	8	0
Other (e.g., Kits, Maps, Pamphlets, Pictures)	79	23	14

(Check your totals with those on page 34.)

In the space below the Library Collection section, you are to describe any special collections not included above (e.g., paperback exchange, pattern exchange, etc.)

Library equipment is also reported on page 2 of the Annual Report form. First, you are asked how many of each type of equipment are part of the library collection or the library's responsibility. Next you are asked whether users may operate the equipment. For example, some libraries have a typewriter for the librarian, but it is not available for public use or to check out and use elsewhere. Under "For Patron Use," check any item that library users may use in the library. Under "For Patron Checkout," check any item that library users may remove from the library for use elsewhere in the building or in the community. Where it says "Other," you can list items like "microcomputer," if there is one in the library.

Under "Personnel" on page 3, include all staff considered to be library employees, whether paid or unpaid (volunteer). Report the number of paid staff as of June 30, in F.T.E. (Full Time Equivalent). F.T.E. hours are based upon the normal work week of the employing agency. If the work week is 40 hours, one person working 40 hours is one F.T.E. If the normal work week is 35 hours or 37.5 hours, then one person working the total of those hours per week is one F.T.E. Report all part-time employees in decimals. Example: 2 employees, one working 40 hours per week and the other working 20 hours per week would total 1.5 F.T.E. (40 divided by 40 equals 1, plus 20 divided by 40 equals .5). Count the volunteer hours per week and divide these hours by the F.T.E. hours. For example, 10 volunteer hours divided by 40 F.T.E. equal .25 F.T.E.

Under "Hours Open" report the actual library hours for each day of the week; for example, 10 a.m. - 6 p.m., etc. If the schedule varies in any part of the year, please indicate when and how long in the spaces provided.

Next, report those programs or activities actually sponsored by the library; not those which may be held in a library meeting room, but which are sponsored by another group, business, institution, or

agency. Then, under "Circulation" report the use made of books, other library materials and equipment--the number of items borrowed by library users during the year.

Under "Interlibrary Loan" report the number of items received through interlibrary loan from another library and the number of items loaned through interlibrary loan to another library. For "Outreach Services Provided" you are to check those services taken to the library user by library staff or volunteers, instead of the user coming to the library. You are not to report the number of visits. Simply make a check mark if library staff or volunteers visit private homes to circulate library materials to the ill, physically infirm, etc.; to state supported institutions to provide library materials or programs; to institutions supported by city or borough funds (e.g., local jails or juvenile detention homes); and to institutions supported by Federal or private funds, or other.

Finally, on the bottom of page 3, you are to report the total population served. Here you are to report the population of the village, municipality, or borough that the library serves. If a library provides services outside the governmental boundaries or is contracted to provide services outside those boundaries, report that population figure separately.

A few suggestions now about filling in the information asked for on the top part of page 1 of the Annual Report form. Concerning the mailing address for the library, it seems that mail reaches its destination more accurately if the library has its own post office box. The mailing address for the librarian should be the home address, in case you need to be reached. The names for the Library Board/Committee chairperson, secretary, and treasurer may be typed or written. Signatures are not required.

Now complete the Library Annual Report form required by the State Library, using information contained in Enclosure No. 5 (in Envelope No.1). The Annual Report is for FY 83, which is the fiscal year which ended on June 30, 1983. It was due in the State Library on September 1, 1983.

When you have completed filling out the LIBRARY ANNUAL REPORT form, mail it to your instructor.

LEARNING ACTIVITY SIX:

A. Read the following information about state grants and the grant application form:

STATE GRANTS

A library is more than just a room with books, magazines and other materials. It is people that make a library--people to use it, and the library staff to offer services to the people in the community.

The Alaska State Legislature has long recognized the importance of libraries in communities of all sizes. Until 1981, the public library grants could be used only for the purchase of library materials. The new legislation provides (1) a Library Assistance Grant Fund which can be used for general library operations such as salaries, materials, supplies, equipment, utilities, and travel for continuing education, and (2) an Interlibrary Cooperation Grant. A requirement for the Interlibrary Cooperation Grant is that the project must benefit two or more different **types** of libraries. Generally, it is the larger libraries, or those libraries with a specialized collection, which have received an Interlibrary Cooperation Grant.

Examples of some of the projects funded by Interlibrary Cooperation Grants in the past are the cataloging of the serials collection of the Geophysical Institute and the Institute of Marine Biology. These libraries have many unique materials not available anywhere else in Alaska. By having these materials listed in the **Alaska Library Network Catalog**, people know of their availability and they can be borrowed on interlibrary loan.

Dial-an-Author, featuring interviews of children's authors using the Learn/Alaska teleconference network, was another grant. Children in schools and libraries in many places in the state joined the telephone interviews to talk with a favorite author.

Let's consider the Public Library Assistance Grant, since almost every public library is eligible for one of these. Usually, people want to know how much money is available through the grant. The maximum amount available each fiscal year is $10,000. However, the basic grant for each public library outlet is $5,000. Above that amount, the community must budget to support the library, and the state will match on a dollar-for-dollar basis up to another $5,000. **Full funding is always subject to legislative appropriation.** Checks are usually distributed in October of each year, if reports and applications are accurate, show accountability, and are submitted on time.

Let's look at a grant application more closely. If a community budgets $2,000 toward the public library, then the library would receive the basic $5,000 from the state, $2,000 from the community, and the matching $2,000 from the state. This would be a total budget for the fiscal year of $9,000. If a community budgets $3,700 toward the library, what would be the library budget?

Basic grant _____

Local funds _____

Matching funds _____

TOTAL _____

We need to talk about eligibility, too. In Alaska there are two means of establishing a public library. To be a legal entity,

eligible to receive grant funds, and to be accountable for those funds, a library can be established: (1) by city ordinance, or (2) by organizing as a non-profit corporation for the purpose of operating a public library. Incorporation papers, along with filing fees, must be filed with the Alaska State Department of Commerce and Economic Development in Juneau and with the Internal Revenue Service of the Federal government. Other reports are required at scheduled intervals. Usually, city governments pass ordinances and unincorporated areas organize non-profit corporations.

One reason for this legal basis is to provide some assurance that the library will continue to operate in future years. That is part of the accountability issue.

In addition to the legal basis, a public library must meet certain minimal standards. These are:

1. It must be open to the public at least ten hours per week for forty-eight weeks of the year. This means that a library could be closed only four weeks out of the year.

2. The services of the library must be free to the public; that is, there can be no fees or admission charges to use the library materials, equipment, etc.

3. State funds must not replace local funds. If the local governing body does not maintain its financial commitment to the library, it loses its eligibility for grant funds for a period of two years.

4. The last requirement is that certain forms be submitted to the State Library by the date specified in the Rules and Regulations of the Alaska Administrative Code. Forms are to be submitted by September 1 of each year.

GRANT APPLICATION FORM

The same form is used to apply for either a Public Library Assistance Grant or an Interlibrary Cooperation Grant. See Form No. 4 in Envelope No. 2. Notice that signatures are required on the application form.

Under "hours open" should be listed the times of day the library is open; that is, 11 a.m. - 5 p.m., 9 a.m. - 9 p.m., (etc.), for each day of the week. Then the number of hours the library is open per week needs to be totaled. Remember, a public library must be open a minimum of 10 hours per week to be eligible for grant funds.

The grant budget must show how the state funds and any local matching funds will be expended. A library should budget at least $1,000 for the purchase of library materials.

Probably the most difficult part of the grant application is learning to write goals and objectives. A goal is broad in its

coverage and usually is never fully completed. An example of a goal is: "Assist in the preservation of our native culture."

An objective is more specific and must be measurable; that is, it must be something that can be counted, listed, seen, heard, etc. You might ask yourself: "How can I prove that we did what we said we'd try and do?" Using the "cultural preservation" goal mentioned above, objectives might be:

1. To offer public programs of native crafts and stories by the elders; and

2. To collect videotape or audiotape programs demonstrating our cultural heritage.

The activities might be to sponsor a monthly elder's program, to videotape traditional native songs and dances, or to make a drum. Or they might be to offer classes in beading, basket making, doll making, or skin sewing. All of these activities can be seen and heard, the number of programs counted, the number of attendees counted, and the videotapes collected and counted. These are examples of "measurable" objectives.

Evaluation is concerned with how well an activity was done, how effective it was, and whether an activity was accomplished. You could keep statistics of attendance, or of the number of times the materials were used. You might distribute a questionnaire asking people whether they liked the program, and whether they would like to have the library sponsor more programs. Or before the people leave, someone could ask them the same questions, asking them to raise their hands to answer. Comments from these people can then be written down and summarized.

B. To gain a better understanding of both the Public Library Assistance Grant and the Interlibrary Cooperation Assistance Grant, read Enclosure No. 7 in Envelope No. 1 which contains **Guidelines for the Library Assistance Grants Program** and additional information on **Library Assistance Grants**. The latter provides two examples of objectives, plans, and evaluation that might be used in a grant application.

C. In the information presented in "A" above, it was mentioned that almost every public library is eligible for a **Public Library Assistance Grant**. Whether or not you have ever applied for this type of grant, we would like you to fill out the application form as though you were applying for a grant for the next fiscal year (FY 84). As with the Library Annual Report Form, this application also was due in the State Library on September 1, 1983.

   For your application, develop a plan with goals and objectives that you would present to the City Council. The plan must require an increased contribution from the city. These monies are expected to be matched by the state funds.

The correct form, APPLICATION: LIBRARY ASSISTANCE GRANT, Form No. 4, is in Envelope No. 2. Follow the directions given in the GRANT APPLICATION FORM information in "A" above, and use any data from Enclosure No. 5 in Envelope No. 1 that may be of use to you. When you have completed this assignment, mail it to your instructor.

LEARNING ACTIVITY SEVEN:

A. Read the following paragraphs about the purposes of the Report of the Library Assistance Grant.

REPORT: LIBRARY ASSISTANCE GRANT

One purpose of the Report of the Library Assistance Grant is to document the way in which the state monies and local matching funds were spent. This is accountability for the public funds received by the library.

It also is necessary to use the funds as proposed in the application made the previous year. However, it is not always possible to know **exactly** how much everything will cost. You can vary about ten percent from the proposed budget. More than a ten percent variation requires filing a revised budget with the State Library.

Another purpose of the report is to evaluate the effectiveness of the library services funded by the grant. Sometimes a program isn't as successful as we thought it would be. Then, it is important to think about why it wasn't successful. Perhaps, there wasn't enough publicity. Or maybe other people in the community were not involved in the planning or the implementation of the program. Perhaps more or different materials are needed. The program could have been too popular so there were more people than would fit into the library.

The library board, the city council, local legislators, and the community all need to be told about activities in the library. If something doesn't work out well, be honest about it. But, also tell what you think the experience showed and how you intend to correct and improve the situation.

Good things about a project or program might be the following:

1. More people using the library;

2. The addition to the library of videotapes and audiotapes by the elders about the cultural heritage of the community;

3. The offering of special programs for particular groups of people, like the elders or pre-school children; or

4. The purchase of more reference books to meet the needs of students in school and adults enrolled in community college or university classes.

B. For your next assignment, pretend it is one year later and complete a report form for the LIBRARY ASSISTANCE GRANT APPLICATION submitted in Learning Activity Six. The Report for Library Assistance Grant form (Form No. 5) is in Envelope No. 2. Use FY 84 as the fiscal year for your report (which would be due in the State Library on September 1, 1984.)

Assume that you had received grant approval and have completed the project. Develop a likely expenditure report and give an evaluation of the plan you had proposed.

Indicate what was accomplished with the grant, the strong and weak points of the project, and any other information requested.

When you have finished filling out the report, mail it to your instructor.

EVALUATION OF UNIT II:

You will be evaluated on the accuracy and completeness of the assignments which you have mailed in during your study of Unit II and on how well you answer the following test items.

TEST: UNIT II

Write answers to the following test items on separate paper and mail to your instructor. Be sure to put your name on each sheet of paper.

1. Give four reasons why statistics are important.

2. Explain how to keep and use statistics for the following library functions:

   Circulation

   Acquisitions

   Interlibrary Loan

3. Statistics on library utilization can be "sampled." Explain how this process works.

4. Give your definition of a pamphlet and list at least five different materials that qualify as pamphlets.

5. Give three arguments for and three against ordering materials through pamphlet jobbers or agents.

6. Explain the purpose, use, and management of a vertical file.

7. Describe how vertical files help to meet varied user needs.

8. Explain the purposes and uses of annual reports.

9. What is a requirement for an Interlibrary Cooperation Grant that is not a requirement for a Public Library Assistance Grant?

10. What are two ways in which public libraries can be established in Alaska?

11. Name four minimal standards that public libraries must meet in order to be eligible for state grants.

12. Describe the purposes of circulation files and how to establish them.

ANSWERS TO SELF-TEST NUMBER 2

1. To measure past and present library activity and to estimate the future cost of maintaining and developing a library.

2. Circulation, acquisitions, and interlibrary loan (ILL). Others might include equipment usage, library facility utilization, and vertical file use.

3. To count the circulation every day the library is open, record these figures on forms, and cumulate them periodically.

4. The number of items requested from other libraries and the number of items loaned to other libraries.

5. The number of books and other materials left by users on library tables, carrels, certain shelves and other areas designated for the return of materials used within the library.

6. The number of books and other materials withdrawn (or "weeded") from the collection.

7. Office, acquisitions, budget, circulation, and vertical files.

8. A collection of nonbook materials such as pamphlets, posters, flat pictures, charts, newspaper and magazine clippings housed vertically in filing cabinets.

9. So a library user can go from one to the other and only needs to learn one system.

10. Because they become the history of the library.

ANSWERS TO EXERCISE ON PAGE 25

	Previous Year	Added	Withdrawn	Total Number
Books	532	32	38	526
Periodical Subscriptions	5	15	2	18
Audio Tapes/ Audio Cassettes	47	12	4	55
Phonorecords	36	6	0	42
Films: 8mm	24	3	2	25
Films: 16mm	0	0	0	0
Videotapes/Cassettes	11	7	2	16
Slide Sets	13	4	0	17
Microfilm (Reels)	41	12	0	53
Microfiche (estimate) inches	15	8	0	23
Other (e.g., Kits, Maps, Pamphlets, Pictures)	79	23	14	88

UNIT III: COLLECTION MANAGEMENT

CHECKLIST FOR UNIT III:

Check the following activities as you complete them. Be sure that you complete all of them before beginning Unit IV.

		DATE COMPLETED
Learning Activity One:	A_____ B_____ C_____	_____
Learning Activity Two:	A_____ B_____ C_____	_____

LEARNING ACTIVITY ONE

A. Read the following introduction to the inventorying process to learn about the reasons for taking an inventory and the procedures used by librarians.

INVENTORY

The basic purpose for taking an inventory is to become aware of missing items that must then either be replaced or have their records withdrawn. The usual procedure is to compare the shelf list against the materials on the shelf, noting the discrepancies, and then to check circulation records and other possible locations, such as mending shelves, the bindery, new book shelves, book trucks, and "problem" shelves. After a thorough check for missing items, needed titles are reacquired, and the catalog records are removed for titles not replaced.

An inventory is needed when items are not readily located from records at hand. How often an inventory should be taken depends upon the size of the library, the availability of staff for this purpose, and the requirements of the administering agency.

An inventory may be required at a specified time. For example, some schools require an annual inventory. An annual inventory may be desirable; but, if there is limited staff time available or the collection is very large, perhaps every two years (or even five years) might be the best approach. If book losses are quite few in number, there isn't the need for frequent inventories. As an alternative to a complete inventory, some libraries will do a part of the collection each year, completely inventorying the collection in a period of two to five years. Whether to do the inventory in one short intensive period or over a longer period of time depends upon the library, its mode of operation, and its administrative body.

B. Read pages 77-81, "Inventory and Search Routines," in your textbook, **Introduction to Public Services for Library Technicians.**

C. Your "inventory" assignment will be in two parts. When you have completed both parts, mail the assignment to your instructor.

1. Instead of a complete inventory of the book collection in your library, or another library of your choice, we would like you to take a quick survey of the book collection. Use Form No. 1-4 "Quick Survey of Book Collection," in Envelope No.2, and fill in the spaces as accurately as possible. On the bottom of the form, comment upon the strengths and weaknesses of the collection.

2. As mentioned in your textbook . . . "many libraries take a continuous partial inventory. At regular intervals the shelf list for a particular subject area is compared with the material on the shelf." For this part of the assignment, we want you to take the shelf-list covering the 900's (Dewey Decimal Classification) of the book collection you surveyed in Part 1 above. Follow this procedure:

   a. Compare the shelf list to the books actually on the shelves. List call number, author, and title of missing items on a separate piece of paper.

   b. Check these items with the circulation file. Cross off each title you find that is out on loan.

   c. Next, check the remainder of the "missing items" list with items in other locations, such as mending shelves, new book shelves, and "problem" shelves, as well as on book trucks or scheduled to go to the bindery.

   d. Comment on the amount of losses which have occurred in the 900's and what should be done, if anything, to strengthen this part of the book collection.

LEARNING ACTIVITY TWO:

A. Read the following information on weeding:

"Weeding" is a necessary part of collection maintenance and management. It is as important as acquisition in developing a viable collection of books and other materials. Systematic removal of items no longer useful is essential in maintaining the purposes and quality of resources and in increasing library use.

Unfortunately, in some libraries, the task of weeding is often put off because of lack of time and staff to do the job. But sooner or later a library is forced by lack of space, if nothing else, to withdraw items from the collection. If a library waits too long to do the job of weeding, some hasty decisions are liable to be made regarding the discarding of certain books and other materials.

Weeding should be a regular and continuing process. Setting aside a certain week as the time for considering some part of the collection might be desirable, with the librarian responsible for that part of the collection studying that group of books for titles which have outlived their usefulness. It might be possible at that time to consider new titles in relation to the possibility of discarding others already on the shelves. If a new title being considered supersedes the older title, the latter might be withdrawn when the new book arrives.

There are certain categories of books which are the most obvious candidates for weeding. For example:

1. Duplicates of titles purchased when the books were in greater demand, but now no longer needed.

2. Superseded editions of books.

3. Dirty or worn out books. (Those still considered significant could be replaced.)

4. Mistakes in selection--books and other materials which were judged to be of interest and use to people in the community but which have not been used.

5. Biographies of people no longer of public interest; for example, people who have lost presidential elections.

6. In general, books which have become obsolete in content, style, or theme.

There are a number of factors which must be taken into account when weeding books. For example, the relation of the book to other books on that subject, budgeted funds for more useful titles, consideration of the degree to which the library wants to have older material in its collection, and the possible usefulness of a particular title to some specific group or individual in the community. Weeding, like initial selection, requires judgment; and weeding in a particular library requires judgment based on factors which could be known only to the librarians of that library.

B. To find out about other reasons for weeding, when to weed, who should weed, and what to weed, see Enclosure No. 8, "Weeding the Small Library Collection," in Envelope No. 1. After you have finished reading this pamphlet, you should be ready to begin your "weeding" assignment.

C. For your "weeding" assignment you are to examine the book, vertical file, and nonprint collections in your library (or another local library) as described below:

1. Try to determine how extensively the book collection is overburdened with duplicate titles of old editions, incomplete sets of encyclopedias, multi-volume sets of out-of-date histories, the works of well-known authors in many different editions (when all that is needed is one standard edition), out-of- date scientific works, and useless gifts. With these things in mind, examine all of the volumes in the reference section and at least 300 books located in the 300's, 500's, and 900's (of the Dewey Decimal Classification System). On a separate sheet of paper, make an author/title listing (with classification numbers) of the books you consider candidates for weeding. For each, tell why you are including it on the list.

2. First, read pages 52-54 on weeding in your textbook, **The Vertical File and Its Satellites**, by Shirley Miller. Next, take a look at your vertical file collection. Examine the materials in one drawer of the vertical file, watching for the following (which are listed on page 53 of your text):

   (a) Material that has outlived its usefulness or its authority;

   (b) Material that needs repair or replacement because of physical condition;

   (c) Continuations, such as annual reports or catalogs, for which newer editions need to be ordered;

   (d) Subject headings which need modernizing or which should be split into finer groupings; and

   (e) Overcrowded folders, boxes, or drawers.

   From this examination of your vertical file materials, list the titles of those that you would discard, and after each item explain why. Considering the number of discards you are recommending, would you say that the vertical file is a healthy and useful collection?

3. Just as book and vertical file collections can get overburdened with outdated materials, so can a collection of nonprint materials, such as audio and video tapes and 16mm films. Many of the same criteria used to evaluate books and vertical file materials can be used to evaluate the items in the nonprint collection. In addition (when time permits), the technical quality of the audio and/or visual aspects of these materials can also be evaluated. An audio tape, for example, may contain current information, but be almost unusable because of poor sound quality.

   Examine now the nonprint items owned by your library and list those that you would recommend be withdrawn from the collection. Beside each title, give your reason for recommending its withdrawal.

4. Locate Form No. 3-41 "DISCARDS 19__ - 19__," in Envelope No. 2. Put your name on top of this form and fill in the blanks in the dates as follows: 1983 - 1984. Now, using the list of books you would discard, after examining the book collection as you did in 1 above, count the number representing each of the Dewey Decimal Classification categories and enter these figures in the appropriate spaces for the month in which you are doing this assignment. Likewise, count the number of vertical file and non-print materials you have recommended being discarded and place these figures in the proper places. Add the number of recommended discards in all categories and enter a total figure for that month. Then answer the following questions:

   (a) What percentage of the total collection of materials examined does this figure represent?

   (b) Are there certain areas of the collection in which you would recommend that the library give priority to the acquisition of materials because of extensive weeding?

   (c) Do you feel that the library needs to give greater emphasis to developing a more systematic program of weeding?

When you have completed all parts of this assignment, mail it to your instructor.

SELF-TEST NUMBER 3:

To see what you have learned about the **inventory** and **weeding** process, take the following SELF-TEST. Put a "T" for "True" or an "F" for "False" on the lines preceding each of the following statements.

_____ 1. It is advisable to conduct a complete inventory of the book collection each year.

_____ 2. Systematic weeding is an irresponsible disposal of public property.

_____ 3. In inventorying your collection, the usual procedure is to compare the shelf list against the materials on the shelf, noting the discrepancies.

_____ 4. It is less expensive to do an inventory using manual methods than one using automated procedures.

_____ 5. Items which have not circulated for three years, and are not needed for reference, may be suitable for discard.

_____ 6. Quotation books should not be discarded, for later editions augment rather than supesede.

_____ 7. Anyone who can select books well can weed wisely.

_____ 8. Every library should have a written book selection policy, which includes a section on weeding and the disposition of discarded items.

_____ 9. The methods used by libraries in inventorying their book collections are quite different.

_____10. If local history books have not circulated for five years, they should be discarded.

_____11. Yearbooks, which are superseded by each new volume, are seldom of much use after two years.

_____12. During the weeding process, writings by local authors should be retained, not discarded.

_____13. Weeding also helps to locate those books which need to be repaired, rebound, or replaced.

_____14. Some libraries never inventory their collections.

_____15. Encyclopedias should be weeded and replaced with new editions every year.

_____16. The final decision to discard or retain a book must be made by the Library Board.

_____17. One reason for weeding the collection is to get rid of useless books.

_____18. Biographies of people are books which should not be discarded.

_____19. Audiovisual materials such as films, filmstrips, phono records, and videotapes should not be discarded, unless they are badly worn out or damaged.

_____20. Inventory and weeding have nothing to do with collection maintenance and management.

Check your answers on the SELF-TEST with those below. How well did you do? If you missed more than two questions or feel that you need to get a clearer understanding of the inventory and weeding processes, review the reading assignments in Learning Activity One (A and B) and Learning Activity Two (A and B). You may want to review again slides 64-69 in the slide-tape presentation.

EVALUATION OF UNIT III:

You will be evaluated on the accuracy and completeness of the inventory and weeding assignments and on how well you answer questions on collection maintenance and management in the final examination.

ANSWERS TO SELF-TEST ON PAGE 40

1. F	6. T	11. T	16. F
2. F	7. T	12. T	17. T
3. T	8. T	13. T	18. F
4. F	9. F	14. T	19. F
5. T	10. F	15. F	20. F

UNIT IV: INTERLIBRARY LOAN (ILL)

CHECKLIST FOR UNIT IV:

Check the following activities as you complete them. Be sure that you complete all of them before you take the final examination for **Module I.**

			DATE COMPLETED
Learning Activity One:	A_____	B_____	_____
Learning Activity Two:	A_____	B_____	_____
	C_____		

LEARNING ACTIVITY ONE:

A. Read Chapter 23, "Library Cooperation and Interlibrary Loan," pp. 255-279, in your textbook, **Introduction to Public Services for Library Technicians.** Also, examine Appendix B, "National Interlibrary Loan Code, 1980," pp. 309-311 in your textbook.

B. Read the following information about the Interlibrary Loan process.

INTERLIBRARY LOAN

Definition and Purpose

Library users who want materials their library doesn't have can have their library borrow them from another library. The loaning of library materials by one library to another library is called **interlibrary loan.** Interlibrary loan is a service that facilitates the sharing of resources. It is a reciprocal service with libraries in Alaska and elsewhere, lending as well as borrowing.

Interlibrary loan can also be used by people who live in a community without a library or who receive library service by mail. They may send their requests directly to their regional library. Those of us who work in libraries usually call this service by its initials; that is, ILL (pronounced "eye-ell-ell").

Any borrower in good standing (that is, he or she returns his or her library materials) is eligible to use ILL. Interlibrary loan is generally free to the library user, because the Alaska State Library pays the fees for Alaska's residents. The due date for the items borrowed is set by the library loaning the material.

Resource Tools

1. Alaska Library Network (ALN) Catalog

A number of libraries in Alaska list their collections in the WLN Computer System. This data base is the source of the **Alaska Library Network (ALN) Catalog** on microfiche--a dictionary catalog of author, title, and subject entries with complete cross references. Complete cataloging information appears on the title entries.

This fiche catalog includes over 700,000 titles input by Alaska libraries to the WLN Computer System beginning in mid-1978. The libraries currently entering titles and their holdings code, as it appears on the ALN fiche, are listed on cards distributed with the ALN fiche catalog. Titles of films and video cassettes are not included in the ALN catalog. These can be found in the **Alaska State Library Film/ Video Catalog**, which has a much wider distribution.

The ALN Catalog is distributed to libraries throughout Alaska which have microfiche readers. The catalog enables a library anywhere in the state to know which books are available in the larger libraries. This makes it easy for someone from Nome, Wales, Metlakatla, Eagle, Hooper Bay, Tanana, or elsewhere to borrow books which are not in their local libraries.

"Fiche" catalogs are less expensive to produce than catalogs which are printed on paper (like a book) and much less expensive to duplicate and mail. The miniaturization of the images on the microfiche allows hundreds of entries per page, many more than a floppy disk of a microcomputer could hold. In fact, an **Alaska State Library Film/Video Catalog**, of thirteen sheets of microfiche, would need over one hundred microcomputer floppy disks to list the same number of film titles!

2. Alaska Union List of Serials (AULS)

The **Alaska Union List of Serials (AULS)** is a computer-generated cumulated alphabetical title listing of the periodical and serial holdings of many of Alaska's libraries. Listing, in a uniform format, periodical and serial resources of Alaska libraries makes possible a rational strategy for cooperative collection development, allows the best utilization of budget resources, and provides to library users throughout the state a more efficient access to these library resources. While holdings shown include most of the major libraries of Alaska, the list of holdings will continue to evolve as the resources of additional libraries are added, and as the data are updated by participating libraries to assure currency.

BEST COPY AVAILABLE

Requests for periodical and serial titles which can be located in the AULS should be routed directly to the nearest owning library. Only those titles which can not be located in the AULS should be routed through the Regional Libraries.

At present, the **Alaska Union List of Serials** on microfiche is distributed at no cost to any library within the state of Alaska supported by public funds.

3. **Alaska State Library Film/Video Catalog**

This film/video microfiche catalog is a dictionary catalog of author/producer/distributor, title, and subject entries with cross references. Complete cataloging information appears in the title entry. Instructional television programs are not included, but are listed in the **Learn/Alaska Instructional Television Catalog** available from the Alaska Department of Education.

The Alaska State Film Library has two centers, one in Juneau at the State Library and one in Anchorage. The Juneau Center serves the Southeast Region of the state and the Anchorage Center serves the Southcentral and Northern Regions. Any requests for films and videocassettes not available in one center will automatically be forwarded to the other center.

All requests for films and videocassettes should be made through local libraries. In areas where there is no library access, these materials will be shipped directly to individual borrowers. Complete ordering instructions are contained on cards distributed with the Alaska State Library Film/Video microfiche catalog.

4. **Books in Print (BIP)**

Books in Print is an annual publication listing all in-print and forthcoming titles from more than 13,000 publishers. These books are indexed by author and title with full ordering information. The 1982-1983 edition of BIP, which consists of six volumes, lists approximately 591,100 titles. Volumes 1, 2, and 3 are an alphabetically arranged author index. Volumes 4, 5, and 6 are an alphabetically arranged title index. Also included at the end of Volume 6 are three publisher indexes: a listing of all new publishers with titles listed for the first time in BIP, a listing of the active publishers in BIP arranged in the order of the abbreviation of publishers' or distributors' names used in each entry, and an alphabetical index of active United States publishers.

A companion volume to **Books in Print**, "Subject Guide to Books in Print," lists all in-print and forthcoming titles except fiction, literature, poetry, and drama by one author. It lists these titles under Library of Congress (LC) subject headings.

How to Borrow Library Materials by Interlibrary Loan

In order to obtain a book or other library material through the interlibrary loan process, you must first find out what library outside of your community has the item that you want. The Alaska Library Network provides procedures for searching library collections within the state before requesting an item from an outside library. To facilitate this search the state is organized into three geographic regions, each of which has a number of public and school libraries, community college and special libraries, plus a designated Regional Resource Library and a Research Library.

To borrow books or periodicals from another library, the first step is to look in the **Alaska Library Network (ALN) Catalog** or the **Alaska Union List of Serials (AULS).** A copy of each should be in your library.

Let's start with a request for a particular book. Supposing someone comes into your library and asks for the book **The Arts and Crafts Movement: A Study of Its Influence on Design Theory,** and you find it is not in your library. You then need to check the ALN catalog to verify the exact wording of the title and to find the author's name and correct spelling. Take time now to search for the author and for the locations. After you have found this information, check your answers with page 55.

At another time, someone might ask a question like: "What books are available by John McPhee?" You can also check by author in the **Alaska Library Network Catalog.** Let's look now in the ALN catalog to see what books are available by John McPhee, published earlier than 1983. After you have compiled your list, check the list with the information on page 55 of this study guide.

It is also possible to borrow copies of articles in magazines--or periodicals, as librarians usually call them. A library user may ask for a certain article in a particular journal (another word for magazine). A request from someone taking a college course might be quite specific. For example, an article by Shirley K. Wertheimer titled "The State Role in Land Use," published in **National Civic Review,** Volume 69, No. 9, October, 1976, pages 446-451. Other people may have less information, such as "an article on dog mushing, published in the **Smithsonian Magazine,** possibly in late 1982 or in 1983." In these cases, the **Alaska Union List of Serials** is your source. The union list is called by its initials, A.U.L.S. or AULS (pronounced like alls). AULS does much the same thing for periodicals as ALN does for books, in that it gives locations and classification numbers.

So using our first example above, AULS tells us that **National Civic Review** is in at least three locations. Now **you** use the AULS and list the locations and call numbers for this article. Remember that the symbols for each location are given at the beginning of "Fiche No. 1." Compare your answer with the answer given on page 56 of this student study guide.

For the second request given above, you would get as much information as you could from the library user, and then mail the request to the Regional Resource Library. There the full citation, including author, volume and issue numbers and pages, would be completed on the ILL form. The resource library would either fill the request or forward it to the library which could fill it.

It is important that libraries follow certain procedures or rules when asking to borrow books from another library. You may be requesting only a few books or periodical articles per month or year, but some of the larger libraries receive several hundred requests each month. That is one of the reasons for using standard forms and for using an established routing sequence.

The sequence for routing Interlibrary Loan (ILL) requests in Alaska is: First, try to obtain the desired item locally. Could another library, such as the high school or public library, have the item in its collection? If yes, try to obtain it. If it is not available in the community, then you will need to try elsewhere.

Second, try to obtain the item from a "known location." For items listed in the ALN Catalog or AULS, select up to three locations and put the symbols and call numbers on the top of the ILL form. List the locations in sequence from the library which is nearest you to the one farthest away. Complete the ILL form and mail to the first library you listed.

If the item is not listed in either of the "fiche" catalogs, you'll need to record as much information about the item as you can find and forward the request to the Regional Resource Center.

To summarize, the routing sequence for interlibrary loan is:

1. Try to obtain locally. If not available . . .

2. Send it to a known location. Use the ALN or AULS microfiche. Find up to three locations and list them in order from nearer to farther away. If the particular title or author is not listed ...

3. Send the request to the Resource Library in your library region.

Subject requests are those for which the library user does not have a specific book or periodical article to request. Examples might be: "something about teenage alcoholism," or "a book of quilt patterns," or "how to build furniture." It is difficult to satisfy the needs of a user if a request like the last one is sent. That is where the interview by the local librarian is important. The library to which such a request was sent wouldn't know whether to send books about building tables and chairs, or bookcases, or footstools, or cupboards; or whether it was for a school program with a woodworking shop where power tools are available; or whether the user must build only using hand tools. Nor would the library know whether to send materials for a skilled craftsman or a beginner in woodworking.

Before a subject request is sent to a Regional Resource Library, the local librarian must obtain as specific information about the needs of the user as possible. This can be somewhat difficult if the topic is a personal problem of some degree of sensitivity. Tactfulness is necessary, and it is a good idea to explain to the user why you need to get as specific information as possible.

Let's listen to the beginning of one interview:

Library User: "I need some information on socialism. What does the library have on this subject?"

Librarian: "We have quite a bit of information on this subject--in books, periodicals, encyclopedias, and other sources. To narrow our search and to save you time,I need to ask you a few specific questions." ...

If you had received a request, such as the above, write down at least three questions you might ask. (Write your questions now, on a separate sheet of paper.)

Now, let's look at your questions. Did your questions obtain information about the use to be made of the materials sent? If the information is needed for a school report, the materials might be different than if it is for personal interest.

Did your questions determine how much your borrower already knows about the subject; that is, is he or she a beginner or already somewhat knowledgeable about the subject? Did you find out whether something very brief is wanted, like a magazine article, or whether more information is desired? And do you have some idea of the reading level of the user? A college textbook probably wouldn't be really useful to a fourth grader.

Some examples of questions which might have given us some of these answers are:

1. Are you doing a report for a high school class?

2. What do you know about socialism? Have you read very much on this subject?

3. Do you want something on socialism in general or a specific aspect of it?

4. Would a pamphlet or magazine article do, or do you want something in greater depth?

Now, let's try again with another subject request. A high school student comes into the school's library and asks the librarian on duty the following question: "Where can I find books and other materials on American authors. I need to write a paper for my English class."

You already know that he is a high school student. As the school's librarian you might ask him the following questions:

1. Did you have a specific author in mind?

2. Do you want a biography or a criticism?

3. (If a criticism) Do you want to criticize a specific work or the author's work in general?

4. Did you check the card catalog under the author's name?

5. What other sources have you examined?

Once you have narrowed the subject down to just what the library user wants, you are in a better position to satisfy his request. If the material he needs is not available in your library, you can seek it through the ILL process. Be sure to follow the routing sequence for ILL described and summarized earlier in this section.

Alaska Interlibrary Loan (ILL) Manual

For additional information on the borrowing of library materials by the interlibrary loan process, including routing protocols and locations of regional resource libraries, see the 1983 **Alaska Interlibrary Loan Manual** (a copy of which should be in every library). This manual also contains information on local library responsibilities, regional library responsibilities, and discusses materials and services available through interlibrary loan. Some of the latter include several thousand audio cassettes, which are available from the Regional Libraries of the Alaska State Library; films and video cassettes from the two State Film Library centers in Anchorage and Juneau; materials including large print books available for the blind and physically handicapped through the State Library; Federal and state documents available from the three Research Libraries (in Juneau, Anchorage, and Fairbanks) and selective Federal depositories; and computer data base searches, which are available at a number of libraries in Alaska.

In addition, the **Alaska Interlibrary Loan Manual** offers the following advice about the borrowing of certain materials:

1. Recently published books may not be available due to high demand in the owning library. Best sellers or high demand titles should be considered for purchase by the requesting library.

2. Source materials in genealogy are not generally available through interlibrary loan. Occasionally, microfilm copies are available, and the request should indicate specifically if microfilm is acceptable. At present, census records can no longer be borrowed from the National Archives; they must be purchased or rented. The Regional Library will know the current status.

3. Children's books may be somewhat difficult to locate--especially older children's titles.

4. Books published in sets of more than three volumes may not be available through ILL or may be available only a few volumes at a time. Photocopies of the table of contents, index, or specific pages or particular information can be more readily supplied from a multi-volume set. Requests for photocopying such material should be specific and carefully worded.

5. Few libraries will lend bound serials; and complete issues or single copies of journals, magazines, or other periodicals are generally not available. Here again, you may submit a request for photocopies.

6. Reference books are generally non-circulating and, therefore, are not likely to be available through ILL. However, photocopying of small portions of a book can usually be supplied.

7. Dissertations which are listed in Dissertation Abstracts are not normally available. These should be requested from the issuing university or purchased through University Microfilms, if they are not available in Alaska. Small libraries should route dissertation requests through their Regional Libraries.

Two other services, which can be provided through interlibrary loan, should be mentioned here:

1. Files of Alaska newspapers, back issues of many magazines, and various technical reports are often available in microform format. Paper copies made from microform are available to libraries and individuals who do not have access to microform readers.

2. Reference questions can be answered through ILL. Reference materials at the Regional Libraries are extensive and these tools provide a broad range of information.

The **Alaska Interlibrary Loan Manual** also contains useful information about **verification** and **source.** "Verification " is proof that a title exists, and that the information the library user supplied about the author, title, publisher, and date is correct. Bibliographic verification is an important part of a successful interlibrary loan transaction. Therefore, it is desirable that an interlibrary loan request be accompanied by some proof that the title exists in the form given. Ideally that proof will come from a standard bibliographic tool which lists only works which have actually been published.

Two of the best verification tools for book requests are the **Alaska Library Network (ALN) Catalog** and the **Washington Library Network (WLN) Resource Directory.** Two of the best verification tools for periodicals are the **Alaska Union List of Serials (AULS)** and **Ulrich's International Periodical Directory.**

The "source of information" is where the library user learned about the needed material. Material listed in sources may or may not exist; it may or may not have all the information about it included in the source; it may or may not be accurately listed. The "source" is of vital importance. Get all the facts you can and, when possible, send a photocopy of the source and its title page.

If the source of information about the request is from a book, include the full title, author and date, and page number on which the needed material is mentioned. If the source of information was from a magazine or journal, include the full title, volume and issue number, date, and page number on which the needed material is mentioned. An example of a periodical citation would be the following: Swan, John C. "Public Records and Library Privacy." Library Journal, Vol. 108, No.15 (September 1, 1983), pp. 1645-1650. If the source of your information was a computer search, include the name of the individual data base (e.g., AGRICOLA or ERIC) and the entry or I.D. number. Whenever possible, include a copy of the computer printout.

Examples of sources of books are: (1) **Books in Print (BIP)**; (2) book reviewing journals such as **Booklist, Library Journal** and **School Library Journal**; and (3) bibliographies. One of the best sources to locate periodical articles is the **Reader's Guide to Periodical Literature** or the **Abridged Reader's Guide.** Some libraries have other sources, too, but these are the ones most commonly used.

INTERLIBRARY LOANS RECEIVED

Just as there are procedures to follow in borrowing books and other materials through interlibrary loan, there are steps to follow when interlibrary loans are received from other libraries. For example, when you receive a book on loan from another library, you should follow these procedures:

1. Check the interlibrary loan forms, book card, or date due slip for the due date. The borrower is to return the book to your library on or before that date.

2. Pull your file copy of the request form and (a) attach the return address label (from inside the front of the book) to your copy of the request form; (b) put the same date (as determined in 1 above) on the request form; and (c) close the forms in the pages of the books so that they project above the top of the book.

3. Notify the borrower of the receipt of the interlibrary loan request and to pick it up.

4. Put the book in a special place reserved for ILL at the checkout desk.

It is essential that materials requested from other libraries be checked out properly. When the person who has requested the book comes to check it out, you should follow procedures similar to these:

1. Borrower writes own name on the reverse side of your file copy of the request form.

2. Remove the file copy (with borrower's signature) and the attached mailing label from the book.

3. Inform borrower of the due date and point out where it is written on the request form in the book. Emphasize the importance of returning the book on time.

4. Put the file copy of the request form in (a) the "received file" or (b) the circulation file by due date.

Once a week check all interlibrary loans for due dates and contact borrowers whose books are due or overdue. When the interlibrary loan is returned:

1. Pull the file copy of the request forms.

2. Mark the date the book was returned; for example, returned 5/23/83.

3. Package the book for mailing and apply the return address label. Mail.

4. File the interlibrary loan forms in an "ILL Returned" or "ILL Completed" file.

Count and record the number of "filled" requests annually or semi-annually for the annual report. Keep statistics on a fiscal year basis, July 1 to June 30, to meet state requirements. Local government may require calendar year statistics, too.

The request forms are discarded when they have been (1) counted and (2) when a sufficient period of time has passed to be assured that the interlibrary loan reached its destination. Three months should be ample time.

Concerning renewals, send any requests directly to the library which lent the material. However, if "no renewals" is checked on the form by the lending library, please honor the date due. If a renewal is requested, try to do so far enough in advance of the due date that it could be returned on time if the renewal is refused. Should the book arrive within a day or two of the date due, particularly from an out-of-state library, a good rule of thumb is to keep the book no longer than seven days before returning it. Another option is to write to the lending library upon receipt of the book to request a renewal. But, renewals should be requested only under unusual circumstances. If the lending library does not respond to the request, the borrowing library may assume that renewal, for the same period as the original loan, is granted.

SELF-TEST NUMBER 4:

To see what you have learned about the Interlibrary Loan process, take the following SELF-TEST. Put "T" for "True" or "F" for "False" on the lines preceding each of the following statements.

_____ 1. The loaning of library materials by one library to another library is called Interlibrary Loan.

_____ 2. Before sending an interlibrary loan request to another library, the borrowing library must try to verify the existence of the item, and the correct bibliographical information must be confirmed.

_____ 3. People who live in a community without a library cannot use the interlibrary loan service.

_____ 4. It is recommended that nominal costs, such as postage, be absorbed by the borrowing library.

_____ 5. The Alaska Library Network catalog on microfiche is a dictionary catalog of author, title, and subject entries with complete cross references.

_____ 6. "Verification" is proof that a title exists.

_____ 7. Microfiche catalogs cost more to produce than catalogs which are printed on paper.

_____ 8. **Books in Print** is a biennial publication listing all in-print and forthcoming titles from more than 13,000 publishers.

_____ 9. The **Alaska Union List of Serials** is an alphabetical title listing of the periodical and serial holdings of many of Alaska's libraries.

_____10. To borrow books or periodicals from another library, the first step is to look in the ALN catalog or the AULS.

_____11. The "source of information" is where the library user learned about the needed material.

_____12. Requests for films and videocassettes should be made through the local library, if there is one.

_____13. The **Subject Guide to Books in Print** lists titles under Library of Congress subject headings.

_____14. Reference books are usually available through ILL.

_____15. ILL service is an inexpensive service in terms of labor costs.

_____16. When an item is received by the borrowing library, the physical condition of the item is checked, and the library user is notified of its arrival.

_____17. One of the best sources for periodical articles is the **Reader's Guide to Periodical Literature** or the **Abridged Reader's Guide.**

_____18. Interlibrary loans began in the early 1900's.

_____19. The lending library is responsible for compliance with the copyright law.

_____20. When an interlibrary loan is received by the lending library, it will be evaluated against that library's lending policy.

_____21. Recently published books may not be available through ILL.

_____22. Reference questions cannot be answered through ILL.

_____23. Reciprocal borrowing privileges is one way to share a library's resources with persons not usually served by a library.

_____24. Source materials in genealogy are usually available through ILL.

_____25. Interlibrary loan is essential to the vitality of libraries of all types and sizes.

Check your answers on the SELF-TEST with those on page 56. How well did you do? If you nmissed more than three questions or feel that you need to get a better understanding of ILL service, review A and B of Learning Activity One. You may also wish to view again slides 70-78 of the slide-tape presentation.

LEARNING ACTIVITY TWO:

Complete Interlibrary Loan (ILL) forms for the following:

A. An author/title request for a monograph, using **Books in Print (BIP)** for identification and the **Alaska Library Network (ALN) Catalog** for verification and location.

B. A periodical request, using a periodical index for verification and the **Alaska Union List of Serials (AULS)** for location.

C. A subject request, providing as much specific information as possible, including:

1. Depth (general information, survey, research, etc.)

2. Level (beginner to the subject, hobbyist, professional, etc.)

3. Reading level (if appropriate--child and grade level, or adult)

4. Quantity needed

If known, indicate the purpose of the request (for example: writing dissertation, hobby, personal interest, needed for school report). If you need more space than is provided on the form, attach an explanatory note. Requests that are too vague are returned to the requesting library for more information.

Interlibrary loan forms are in Envelope No. 2. When filling out the forms, include call numbers and location codes for all Alaska libraries owning the material at the top of the ILL form. See Enclosure No. 9 in Envelope No. 1, entitled "Interlibrary Loan," for routing information (pages 2-3) and regional resource library locations (page 10). See the **Alaska Interlibrary Loan Manual** for "Routing Protocols" (pages 4-5).

For detailed instructions on how to fill out the ILL forms, see pages 4-9 of Enclosure No.9. When you have completed the assignment, mail it to your instructor.

LEARNING ACTIVITY THREE

You are to complete a film booking request form for a film listed in the **Alaska State Library Film/Video Catalog.** Ordering instuctions and information about where to send your request are on pages 4-8 of the 4" X 6" cards which accompany this microfiche catalog.

Locate the Film Booking Request Form (Form No.6 in Envelope No. 2). This is the form that is being used at the present time to request a film or videotape, and you will need to know how to complete it properly. However, you should be aware of the fact that a new form is being developed to be used with the new automated booking system. When that form is available, you will receive instructions on its use.

When you have located Form No. 6, you will find that two of these film booking forms are stapled together. One has already been filled out for you to use as an example. The other you are to use to request a film you have chosen from the Film/Video Catalog. When you have filled in the form with all of the required information, mail it to your instructor.

EVALUATION OF UNIT IV:

You will be evaluated on the accuracy and completeness of the interlibrary loan and film booking assignments and how well you answer questions on the interlibrary loan process in the final examination.

FINAL EXMINATION:

When you have completed all of the reading and other assignments for Units I, II, III, and IV of **Module I**, and you have taken all of the self-tests and other tests, you should be ready to take the final examination. Please notify your instructor, by mail or telephone, for complete instructions and other details.

ANSWERS TO EXERCISE ON PAGE 45

Someone comes into your library and asks for the book **The Arts and Crafts Movement: A Study of Its Influence on Design Theory.**

In checking the ALN microfiche catalog, you find that the full title of the book is **The Arts and Crafts Movement: A Study of Its Sources, Ideals and Influence on Design Theory.** You also find that the author's name and correct spelling is Gillian Naylor and that the only location listed for the book is the North Star Borough Library in Fairbanks.

ANSWER TO QUESTION ON PAGE 45

Titles listed in the **Alaska Library Network (ALN) Catalog** of books by John McPhee are:

Alaska: images of the country

Basin and range

Coming into the country

The crofter and the laird

The curve of binding energy

The deltoid pumpkin seed

Encounters with the archdruid

Giving good weight

The headmaster

The John McPhee reader

Levels of the game

Oranges

Pieces of the frame

The Pine Barrens

A roomful of Hovings and other profiles

The survival of the bark canoe

Wimbledon: a celebration

ANSWERS TO EXERCISE ON PAGE 45

Locations for the **National Civic Review** are: Legislative Reference Library, Room 606, State Court Building, State Capitol, Pouch Y, Juneau, Alaska 99811; Periodical Collection, Rasmuson Library, University of Alaska, Fairbanks; and the University of Alaska, Anchorage, Library, 3211 Providence Drive, Anchorage 99508.

ANSWERS TO SELF-TEST ON PAGE 52

1. T	6. T	11. T	16. T	21. T
2. T	7. F	12. T	17. T	22. F
3. F	8. F	13. T	18. T	23. T
4. F	9. T	14. F	19. F	24. F
5. T	10. T	15. F	20. T	25. T

GLOSSARY

academic library	A library forming an integral part of a college, university, or other academic institution for post-secondary education, organized and administered to meet the needs of the students, faculty, and staff of the institution.
acquisitions	The process of obtaining materials for the library's collection by purchase, through exchange programs, or as gifts. Includes ordering, bookkeeping and receiving procedures.
ALA	American Library Association
ALN	Alaska Library Network
ALN-Cat	Alaska Library Network Microfiche Catalog
AULS	Alaska Union List of Serials
annual report	An end-of-year statement from the library detailing its activities, achievements, and expenditures for that year.
audio conference	A meeting by voice of people at three or more distinct sites which have been linked by telephone connections.
audiovisual materials	Materials which are displayed by visual projection and/or sound reproduction.
bar-code	Identifies person or item in a form that the computer can translate into its own language. Also called "zebra-code." Bar-codes are found on magazines and on items in a grocery store.
bibliographic data base	A data base in which the data (information) represent individual bibliographic attributes of an item or article, typically including descriptive and subject cataloging elements, indexing elements, authority elements, and abstracts.
charge	It is the act of recording the loans of books and other library materials. "Charging" is used synonymously with "checking out" in this module. It is a procedure included in circulation systems.

circulation	The process of loaning or checking out books and other materials to library users.
circulation services	Those activities related to the lending of library materials, generally for use outside the library. Includes both check-out and check-in, maintaining loan records, monitoring and collecting overdues, renewing loans, reshelving materials, loaning equipment to use with library materials, providing copy services to users, and providing media distribution services.
COM	Computer Output Microform
Dewey Decimal Classification	A system developed in the 1870's by Melvil Dewey in which knowledge is divided into ten major classes and recorded as a series of numbersand decimals (parts of numbers).
discharge	It is the act of cancelling the loan of books or other library materials. "Discharging" is used synonymously with "checking in" books and other materials, in this module. It is a procedure included in circulation systems.
document	Any publication authored, published, printed, or sponsored by a government agency.
EMS	State of Alaska, Department of Education Electronic Mail System.
ERIC	Educational Resources Information Clearinghouse. Actually, ERIC is a group of clearinghouses sponsored by the U.S. Office of Education that collect, publish, and index research in the field of education and related social sciences. ERIC may refer either to the printed index or the on-line computer database.
fiscal year	An accounting period of twelve months; usually, from January 1 to December 31, or from July 1 to June 30.
hard copy	Paper copy, a photocopy.
holdings	Titles or materials owned by a library.
ILL	Interlibrary loan
journal	Scholarly periodicals are usually referred to as journals.

LC	Library of Congress
Library of Congress Classification	A system to organize knowledge developed for use by the Library of Congress in Washington, D.C., and adapted by most university and other large libraries. Since it uses both letters and numbers, it is broader and more flexible than the Dewey Decimal System.
locations	Libraries owning or holding a specific title.
magazine	A periodical for general reading, containing articles on various subjects by different authors, which may include popular fiction and poetry.
microcard	Opaque or paper microform, usually 3" X 5" or 4" X 6". Microcards resemble an underdeveloped black and white photograph, since they are reproduced on photographic paper.
microcomputer	A compact, general purpose computer with limited primary storage, but excellent interactive capabilities.
microfiche	Single sheets, usually 4" X 6", of transparency film, which may be positive or negative. May be reproduction of pages of a book or document (96 pages per fiche--8 down and 12 across), or computer output (COM) such as the Alaska Library Network catalog.
microfilm	Commonly 16 millimeter or 35 millimeter rolls or cassettes. May be positive or negative transparency film.
microprint	A larger (6" X 9") version of microcards.
monograph	A book, usually a systematic and complete study of a particular subject. Often used in libraries as a synonym for the words "book" or "title."
National Interlibrary Loan Code	A code which prescribes policies to be used when libraries with no formal or informal arrangements request the courtesy of interlibrary loan.
NTIS	National Technical Information Service--an agency of the Federal government which collects, publishes (in paper copy or microform), indexes and sells the results of government sporsored research.

network	Two or more libraries and/or other organizations engaged in a common pattern of information exchange, through communications, for some functional purpose.
OCLC	Ohio College Library Center -- a bibliographic computer network similar to WLN.
OCR	Optical character recognition. OCR labels, like bar codes, are used to identify library borrowers and items. OCR numbers can be "read" by machine and are also found on bank checks.
on-line	Equipment or storage of data under the control of the central processing unit (CPU), so that a library user can interact with a computer.
per capita	For each person
PNBC	Pacific Northwest Bibliographic Center
population	A group of individual persons, objects, or items from which samples are taken for statistical measurement.
protocols	Codes or rules prescribing correct or preferred methods or routines of accessing and using the resources of library networks.
public library	A library that serves all residents of a given community, district, or region, and receives its financial support, in whole or part, from public funds.
register	Enter in a record or list; to enroll or record officially.
RSP	Resource Sharing Program--Contracted ILL service operating from the University of Washington.
sampling	The process of selecting a representative part of a population for the purpose of determining characteristics of the whole population.
school library/media center	A library which supports the curricular needs of and provides its collection, related equipment, and the services of its staff to students, teachers, and staff of an elementary, secondary, or combined school.

special library	A library in a business firm, professional association, government agency, or other organized group which does not meet the criteria for an academic, public, or school library; or a library which is maintained by a parent organization to serve a specialized clientele.
statistics	A collection of quantitative data.
teleconference	(See "audio conference".)
UACN	University of Alaska Computer Network
union catalog	An author or subject catalog listing the holdings of a group of libraries, generally established by a cooperative effort. The catalog may relate only to given subjects or to entire collections.
WLN	Washington Library Network
zebra-code	Another name for "bar-code," which is used by libraries to identify borrowers or items.

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Written by: Audrey Kolb
Boyd M. Bolvin, PhD
Pauline Gunter

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10506 Wauna Street S.W.
Tacoma, Washington 98498
(206) 582-5838/383-2260